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## ABSTRACT

This matrix provides information on eight early childhood programs offered in Illinois. Presented in grid form, the information can be compared across programs. The programs described are: (1) Head Start and Early Head Start; (2) Illinois Department of Children and Family Services child care; (3) Illinois Department of Human Services child care; (4) Illinois Department of Human Services early intervention; (5) Illinois State Board of Education (ISBE) early childhood block grant; (6) ISBE early childhood special education; (7) ISBE early childhood Title I; and (8) ISBE Even Start. Information on the programs is provided in the areas of program design, family involvement, community involvement, human resources, and quality assurance. For example, under program design, information is provided on such factors as core services/mission, funding sources, payment process, eligibility requirements, and child age range. (EV)

# ILLINOIS

## EARLY CHILDHOOD PROGRAM EXPANDED MATRIX

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# 2001

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# ILLINOIS EARLY CHILDHOOD PROGRAM MATRIX

TOPIC	Head Start Early Head Start	IDCFS Child Care	IDHS Child Care	IDHS Early Intervention
<b>I. PROGRAM DESIGN</b>				
A. Core Services/Mission	A comprehensive child development, family focused program with the overall goal of increasing the social competence of young children in low income families.	To provide child care for children served by DCFS or at risk of abuse or neglect.	To provide low income families access to affordable, quality child care while they are working or participating in an approved education/training activity and to ensure that children are cared for in a safe and healthy environment that meets their developmental needs.	To assure that families who have children under 36 months of age with diagnosed disabilities, developmental delays, or substantial risk of significant delays receive resources and supports that assist them in maximizing their child's development, while respecting the diversity of families and communities.
B. Funding Source(s)	Federal. 25% local non federal share requirement.	State general revenue & federal Title IV-E.	Federal Child Care & Development Fund. State general Revenue.	US Dept. of Education, Office of Special Education; Medicaid Title XIX and Title XXI; State General Revenue; Private Insurance; Family Fees; & other local revenue sources.
C. Current Funding Level	<u>FY01</u> <u>Early Head Start</u> \$14,628,524 2,018 children & pregnant women <u>Head Start</u> \$192,097,469 34,028 children ages 3-5	<u>FY01</u> <u>Protective</u> \$24.7 million <u>Foster Care Day Care</u> \$21 million <u>IMRI</u> \$1.3 million est. 9,500 children	<u>FY01</u> \$663.7 million est. 218,000 children	<u>FY01</u> \$52 million est. 7,000 families
D. Payment Process	Grants to local agencies from the DHHS/ACF regional office.	Reimbursement to providers.	Reimbursement to providers.	Fee-For-Service providers.

ISBE Early Childhood Block Grant	ISBE Early Childhood Special Education	ISBE Early Childhood Title I	ISBE Even Start
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To prevent later academic failure by providing quality programs for at-risk families birth to age eight (8) and their families. Also to strengthen the role of the parent as a child's primary teacher.	To enhance the growth and development of preschool aged children with disabilities.	To serve the failing or most at-risk preschool-aged children within a local school district.	To break the cycle of poverty and illiteracy and to improve the educational opportunities of low income families
State general revenue.	Federal, State, and local funding.	Federal funding	Federal and State.
FY01 \$179.6 million (all Early Childhood Block Grant programs) PreK programs-55,000 children All programs-over 80,000 families.	Amount not available	Amount not available	FY01 \$4.5 million est. 1,885 families
Grants to local school districts/community based agencies	Grants to local school districts.	Grants to local school districts.	Grants to local education agencies.
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TOPIC	Head Start Early Head Start	IDCFS Child Care	IDHS Child Care	IDHS Early Intervention
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E. Eligibility Requirements	Age of child & family income, using the federal poverty guidelines. Children remain eligible 2 years. 90% or more must be from low income families.	Open DCFS case or at risk of becoming an open case.	Parents employed and/or in an education/training program; teen parents; at or below 50% of the State median income level. Redetermined every 6 months.	Children who have disabilities due to developmental delay; or Medically diagnosed physical or mental condition which typically results in developmental delay; or At risk of substantial developmental delay.
F. Parent Co-Pay	NONE	NONE	Based on income per Family Fee Schedule.	Based on a sliding fee scale.
G. Child Age Range	<u>Early Head Start</u> birth to age 3 and prenatal women. <u>Head Start</u> age 3 to mandatory school age.	Birth to age 13. To age 21 if developmentally disabled or otherwise in need of care.	6 weeks up to age 13. Ages 13-19 if child is physically or mentally incapable of self care or under court supervision requiring child care.	Birth to age 3
H. Child:Staff Ratio  Group Size	1:4 Birth to age 3; 1:8/9/10 ages 3-5, depending on group size.  8-birth to age 3 15-17 for age 3 15-17 for age 4 in 1/2 day 17-20 for full day	Infants(6 wks.-14 mos.) 1:4 Toddlers(15-23 mos.) 1:5 Age 2-1:8 Ages 3/4-1:10 Age 5 & up- 1:20 Infants: 12 Toddlers: 15 Age 2: 16 Ages 3-5 :20	Infants(6 wks.-14 mos.) 1:4 Toddlers(15-23 mos.) 1:5 Age 2-1:8 Ages 3/4-1:10 Age 5 & up- 1:20 Infants: 12 Toddlers: 15 Age 2: 16 Ages 3-5 :20	Not Applicable.

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Each school district/agency determines its own "at risk" criteria, within the State guidelines, and develops a screening program to identify children most in need.	Child must have a diagnosed/identified disability.	Must be failing or identified as most-at-risk of failing to meet the state student performance standards. Children participating in Head Start or Even Start at any time in the two preceding years are automatically eligible.	Families with children under 7 years of age who reside in areas of high poverty concentration. One parent must be eligible for adult education services.
NONE	NONE	NONE	NONE
Birth to age 8	Ages 3-5	Ages 3-5	Birth to age 7. With a concentration on a three year age range determined by the local program.
For classroom activities 1 Teacher & 1 Teacher Assistant. 1:10 for ages 3-5 only.	1:5-certified teacher 1:10-certified teacher and an aide	Programs must meet Head Start Performance Standards	Varies by program and child education service provider.
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TOPIC	Head Start Early Head Start	IDCFS Child Care	IDHS Child Care	IDHS Early Intervention
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I. Length of Day/Year	4 days/week:128 days 5 days/week:160 minimum Minimum 32 weeks a year. For 1/2 day, 3 1/2 - 6 hours Full day-more than 6 hours. Migrant Head Start-N/A	No requirement	No requirement. Full day = 5 or more hours.	Full Year.
J. Attendance Requirements	85% (Calculated against funded enrollment level.)	80% (calculated against eligible days.)	80% (calculated against eligible days.)	No state policy. Local agency/provider policies vary.
K. Filling Vacancies	Must be filled within 30 days.	Not applicable	No requirements; Grace periods: loss of employment-30 days maternity 6-12 weeks; medical leave-per Doctor's statement & employee policy.	Not Applicable.
L. Space Requirements	Indoors: 35 sq. ft./child usable play space. Outdoors: 75 sq. ft./child Must meet state licensing standards. Cribs/cots: 3 ft. apart	Must be legal care arrangement. Infants-25 sq. ft./child play space + 30 sq. ft./child sleeping space. Toddlers 35-65 sq. ft./child, depending on sleeping arrangements. Age 2 & older: 35 sq. ft./child of activity space. Outdoors: 75 sq. ft./child Cribs/cots: 2 ft. apart.	Must be legal care arrangement. Infants-25 sq. ft./child play space + 30 sq. ft./child sleeping space. Toddlers 35-65 sq. ft./child, depending on sleeping arrangements. Age 2 & older: 35 sq. ft./child of activity space. Outdoors: 75 sq. ft./child Cribs/cots: 2 ft. apart.	Not Applicable.

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Not defined by law. However, most school districts follow the school district calendar Program options include: full day/full year; full day; or 1/2 day.	Service length is based on the individual needs of the child.	Service length is based on the individual needs of the child.	Not defined; must be of sufficient duration and intensity to make a significant change in the literacy level of the family. Project must provide programming year around.
No requirements	No requirements	No requirements	No requirements defined by law.
No requirement within the law.	No requirements	No requirements	Individual grantees have local policies which they follow.
Defined by School code.	Defined by school code.	Defined by school code.	Defined by school code or legal child care arrangement.

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M. Child Screening	<p>Within 45 days of child's entry, screenings must be completed in the areas of: developmental, sensory, behavioral, motor, language, social, cognitive, perceptual, &amp; emotional. Within 90 days, a professional determination must be obtained as to whether or not a child is up-to-date with preventive and primary health care, including health, dental, &amp; mental health.</p>	<p>No requirements beyond DCFS Licensing Standards: physical exam &amp; immunizations; assessment, goals, &amp; evaluation of goals when a specific plan is written to meet the child's individual needs.</p>	<p>No requirements beyond DCFS Licensing Standards: physical exam &amp; immunizations; assessment, goals, &amp; evaluation of goals when a specific plan is written to meet the child's individual needs.</p>	<p>Community-based screenings, which briefly assess a child's developmental status, are available prior to eligibility determination through a variety of local sources including health departments, school districts, and other early childhood programs. Comprehensive developmental evaluation and assessment activities are completed through the IDHS Early Intervention program in order to determine program eligibility and develop an individual Family Service Plan (IFSP).</p>
N. Services to Children with Disabilities	<p>Yes, inclusive programming. At least 10% of each programs "slots" must be available for children with disabilities.</p>	<p>Yes, but depends on provider.</p>	<p>Yes, but depends on provider.</p>	<p>Early Intervention services are determined based on the needs of the individual child and family. Services may include one or more of the following: Assistive technology devices and services; Audiology; Development therapy; Family training; Counseling &amp; home visits; Health &amp; nursing services; Medical diagnostics; Nutrition services; Psychological, occupational, &amp; physical therapy; Social work; Speech/language pathology; Transportation services; and Service coordination.</p>

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Children/families are required to participate in a local school district screening.	Local school districts are required to do annual "mass" screening and on-going screening.	Parent interviews, teacher recommendations, and screenings are completed on each child.	Screenings are administered to parents and children. Screening instruments vary by individual program.
Per state requirements. District decision.	Yes. All children enrolled must have a diagnosed disability.	Yes; if the children are identified as eligible for Title I, Part A services.	Yes; also refer children to appropriate EI program or school district.

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O. Curriculum	Programs must have a written plan that is consistent with the Head Start performance Standards and is based on sound child development principles about how child grow & learn.	Per Licensing standards Sec. 407.200 Programs shall provide a basic program of activities geared to the age levels and developmental needs of the children served.	Per Licensing standards Sec. 407.200 Programs shall provide a basic program of activities geared to the age levels and developmental needs of the children served.	Every child and family participates as members of a multidisciplinary team in the development and implementation of an Individualized Family Service Plan. The IFSP process identifies strengths, priorities, and resources that the child and/or family brings to the early intervention process, facilitates the development of outcomes expected as a result of the intervention, and outlines the services, resources and supports necessary to achieve the identified outcomes.
P. Transition	Programs must establish & maintain procedures to support successful transitions for enrolled children and families. Requirements include: transfer of records, communication between staff, meetings, joint transition training for staff and parents, assistance for families, and child's progress reports/assessments. For Early Head Start transition planning must begin six months prior to the child's third birthday.	Per Licensing standards. Sec. 407.200 - 210 Programs should develop plans with parental input that addresses individual transitions for children enrolled. The development of this plan shall involve both sending and receiving staff.	Per Licensing standards. Sec. 407.200 - 210 Programs should develop plans with parental input that addresses individual transitions for children enrolled. The development of this plan shall involve both sending and receiving staff.	Transition service activities begin at 30 months of age by reviewing with families their rights regarding transition, discussing Part B services or other community options that may be available after age three and, if applicable, initiating communication with the local school district. If a child may be eligible for Part B services, a meeting is held at 33 months of age with the family, the EI service coordinator, an LEA representative, and other participants as deemed necessary. Children transition from the IDHS EI program on the day prior to their third birthday.

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Developmentally appropriate curriculum supported by the Illinois Early Learning Standards.	Children receive special Education and related services in the most appropriate placement.	Programs must comply with performance standards established under the Head Start Act. (CFR 45 1304.21—Education and Early Childhood)	No prescribed curriculum.
Programs are encouraged to develop and implement horizontal and vertical transitions for children and families birth to eight (8).	Local school districts are required to participate in transition meetings scheduled by early for children who are receiving EI services and are turning 3 years of age.	Programs plans include strategies to assist preschool children in the transition from early childhood programs to elementary school.	Programs assist the families make transitions to school, further education/training, and employment.

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## II. FAMILY INVOLVEMENT

A. Family Participation	Program's shall implement activities and provide opportunities that promote & enhance parental roles as the principal influence in their child's education and development. Parent's are actively involved in program policy, planning operations, and decision making.	Per licensing standards. Sec. 407.200 Program shall have a written plan for encouraging parents to visit, observe and participate in their child's learning experience.	Per licensing standards. Sec. 407.200 Program shall have a written plan for encouraging parents to visit, observe and participate in their child's learning experience.	Family participation is an integral component of the IDHS EI program. As indicated by the program's mission statement, a primary purpose of the program is to enhance the capacity of families to meet the developmental needs of their children.
B. Family Literacy	Programs provide directly or indirectly, opportunities for children and families to participate in literacy services by increasing family access to materials, services, and activities, essential to literacy development and assisting parents as adult learners to recognize and address their own literacy goals.	Not Applicable.	Not Applicable.	The IFSP process facilitates the identification of the child's needs as well as the family's needs. Although the IDHS EI program does not fund services to specifically address family literacy, the child and family's service coordinator may be able to link the family with community-based services what would offer their support.
C. Parent Education	Provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational needs of their children. These activities must be responsive to the ongoing and expressed needs of the parents, both as an individual and as a member of a group. For Early Head Start, services for pregnant women, activities should include assistance in accessing comprehensive prenatal and postpartum care, prenatal education on fetal development, and postpartum recovery.	Not applicable	Not Applicable.	Family training, education, and support is considered an integral component of each early intervention service. A primary purpose of the program is to enhance the capacity of families to meet the developmental needs of their children.

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Parents are encouraged to participate in a variety of activities that will promote academic success. Parents and children will become life long learners.	Districts are required to have parents involved in the multidisciplinary meeting and the development and implementation of the Individual Education Plan (IEP).	Not applicable.	Eligible parent and child are required to participate. Other family members are encouraged to take an active part.
By providing parents with a wide range of services, materials and literacy experiences, programs encourage parents to develop their literacy skills and provide their children with developmentally appropriate language and literacy experiences.	Not applicable.	Not applicable.	Family literacy is the primary focus in order to break the cycle of intergenerational illiteracy.
Opportunities are available to parents that allow them to develop a strong partnership with the school and the community to facilitate the parent's empowerment over their own lives and the education of their children.	Not applicable.	The goal is to build the capacity for parental involvement and enable parents to play key roles in their children's learning: teacher, supporter, advocate, and decision maker.	Local education agencies work in partnership with community based organizations to establish unified family literacy programs providing early childhood education, adult literacy/basic education, parent education, and parent child interaction literacy activities.

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### III. Community Involvement

A. Written Agreements/ Contracts	Programs develop written interagency agreements with local education agencies and other community agencies within their service delivery area.	Not required.	Not required, but encouraged.	Local Interagency Councils (LIC) work with local education agencies and other local community organizations to develop transition agreements.
B. Referrals/ Information	Affirmative steps are taken by programs to develop ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to the community needs.	Not required.	Not required, but encouraged.	Local Child and Family Connections (CFC) staff and LIC members develop and maintain collaborative working relationships with primary referral sources, including physicians, child care providers, social service agencies and other health professionals. Additionally, they develop and conduct public awareness activities.
C. Partnerships	Programs play an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and to improve the delivery of services to children and families.	Not required, but encouraged	Not required, but encouraged.	Partnerships with local community agencies include public health departments, Child Care Resource and Referral agencies (CCR&R), Early/Head Start programs, and IDHS offices ensure a comprehensive compendium of services for all children and families regardless of income or ability.

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Written agreements are not required	Written agreements are not required.	Written agreements are not required.	Some programs may have written agreements or contracts with other agencies to provide a range of services.
Programs are encouraged to establish coordinated efforts of community collaboration with organizations and agencies that provide resources for families with children age birth to five (5).	Referrals are made to Early Intervention if a child is identified by the school district.	Yes, as needed.	Varies by project. Projects build a system of referral networks with local community service agencies.
Programs are encouraged to develop a network of Family Support Services within the communities served.	It varies by district.	Program plans include coordinated and integrated activities with other service providers.	Partnerships are the foundation of the program. Funds are provided for the coordination of existing services in order to build a new system that serves the most in need.
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IV. HUMAN RESOURCES

A. Staff Qualifications	Programs must ensure that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly. Teachers must have at least an associates degree in early childhood education/related field or the appropriate CDA credential.	Varies by facility and licensing requirements	Varies by facility and licensing requirements.	Part C EI service providers meet minimum state licensure/certification and/or Part C EI credentialing standards.
B. Staff Training	Staff training & development includes but not limited to: orientation, training on Head Start Performance Standards, and at least 15 hours of inservice training annually.	IDCFS allocates funds to some of its contracted sites serving higher risk populations to train staff in working with these families	Child Care Resource and Referral agencies train day care staff and parents. Scholarships are provided for staff to participate in education and training offered by other organizations.	All EI professionals receive training on the Part C EI system within the first 15 months of employment; all service coordinators receive IFSP and service coordination training within the first 15 months of employment; and both EI professionals and service coordinators obtain 12 hours of continuing education related to birth to three population every two years.

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There are no minimum educational requirements for staff working with the 0-3 population. All pre-kindergarten administrators and staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired.	All teachers must be certified in special education	Staff must hold appropriate certification and/or qualifications for the position for which they are hired.	Local determinations.
Staff receive on-going professional development opportunities through the Illinois Comprehensive Staff Development Program. Regional training and workshops are held on topics that have been identified by program staff. Follow-up training and activities are also available. An Early Childhood track has been added to the Administrators Academy to provide information on early childhood development education for children 0 to 8 and their families. Technical assistance, support, and follow-up are provided to programs by Illinois Board of Education educational consultants.	Staff participate in ISBE Training Initiatives: STARNET CHOICES Autism Project	Staff participate in ISBE training initiatives.	Local determination. Professional development is offered through the Adult Education Service Center Network and the Early Childhood Staff Development Center.

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# V. QUALITY ASSURANCE

A. Program Outcomes	<p>At least once each program year, grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations.</p> <p>Programs must also develop and maintain a tracking and data system which provides patterns of results that are to be used in program planning and improvement efforts.</p>	<p>Development of child care arrangements which provide families access to quality child care and to ensure that children are cared for in a safe and healthy environment that meets their developmental needs.</p>	<p>Development of child care arrangements which provide low income families access to affordable, quality child care while they are working or participating in an approved education/training activity and to ensure that children are cared for in a safe and healthy environment that meets their developmental needs.</p>	<p>1) Development of infants/toddlers w/ disabilities will be enhanced and the potential for developmental delays minimized; 2) Educational cost to our state will be reduced; 3) Incidences of institutionalization of individuals w/ disabilities will decrease &amp; the number of individuals w/ disabilities living independently will increase; 4) Ability of families to meet the needs of their infants and toddlers w/ disabilities in the context of their family and community will be enhanced; 5) Ability of local agencies throughout the state to identify, evaluate, and meet the needs of historically underrepresented populations, particularly minority, low-income, inner-city and rural populations will be enhanced.</p>
B. Child Outcomes	<p>Grantees must provide a child development and education approach that prepares children to succeed in their present and future school and life environments while providing additional focus on assessment of more specific indicators of children's literacy, numeracy, and language skills.</p>	<p>Per Licensing standards Sec. 407.200 The daily program of the facility shall provide experiences which promote the individual child's growth and well-being and the development of self-help and communication skills, social competence, and positive self-identity.</p>	<p>Per Licensing standards Sec. 407.200 The daily program of the facility shall provide experiences which promote the individual child's growth and well-being and the development of self-help and communication skills, social competence, and positive self-identity.</p>	<p>Child outcomes are developed and achievement toward those outcomes is measured individually through the IFSP process.</p>

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Programs are required to participate in data collection for research conducted by the Illinois State Board of Education.	Follow DRAFT document of Early Learning Standards.	Follow DRAFT document of Early Learning Standards.	Varies by program based on demographic need. State determined program outcomes are currently being developed.
Evaluation of children and/or family progress is supported through formal and informal methods designed individually by each school district.	See DRAFT of Illinois State Board of Education Early Learning Standards.	See DRAFT of Illinois State Board of Education Early Learning Standards.	Child outcomes are currently being developed.

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C. Monitoring	<p>Every three years, grantees are monitored by a federal review team to examine management systems, agency capacity to fully implement the HSPS and other federal regulations, and ability to track and make use of data on child and program outcomes.</p> <p>Grantee's also implement annual program self-assessment, staff evaluations, and on-going planning.</p>	Not applicable	<p>Programs are monitored on a regular basis to ensure services are provided for eligible children.</p>	<p>CFC's participate in periodic monitoring activities carried out by IDHS staff during which CFC and early intervention service provider activities are reviewed.</p>
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<i>The Illinois State Board of Education provides technical assistance and training to all programs on an on-going basis through site visits.</i>	<i>Local school districts are monitored by ISBE on a regular basis.</i>	<i>Local school districts are monitored by federal and state education departments.</i>	<i>On-site monitoring annually. Also, programs must complete an independent program evaluation, conducted by an independent evaluator.</i>
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